



TITLE:

# Cover • Contents • Programme

AUTHOR(S):

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CITATION:

Cover • Contents • Programme. Happiness and Personal Growth: Dialogue between Philosophy, Psychology, and Comparative Education 2010

ISSUE DATE:

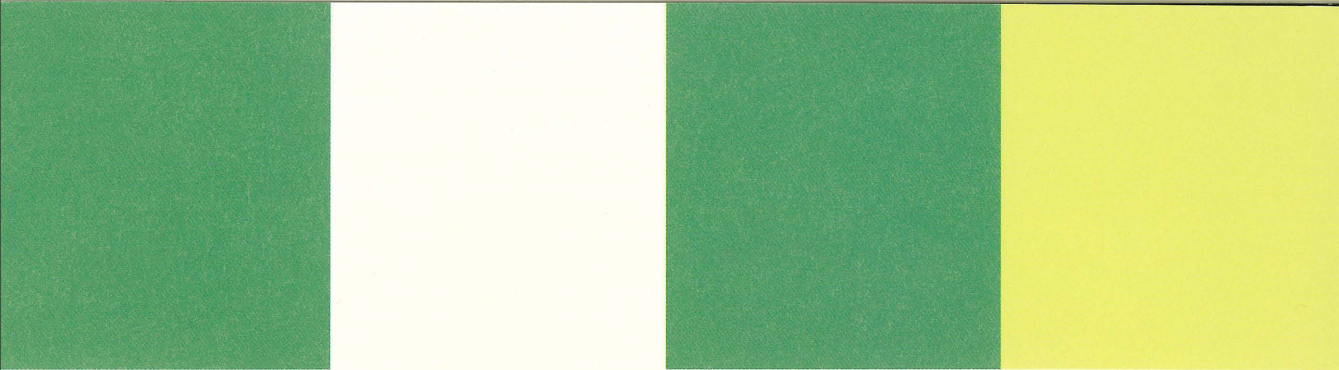
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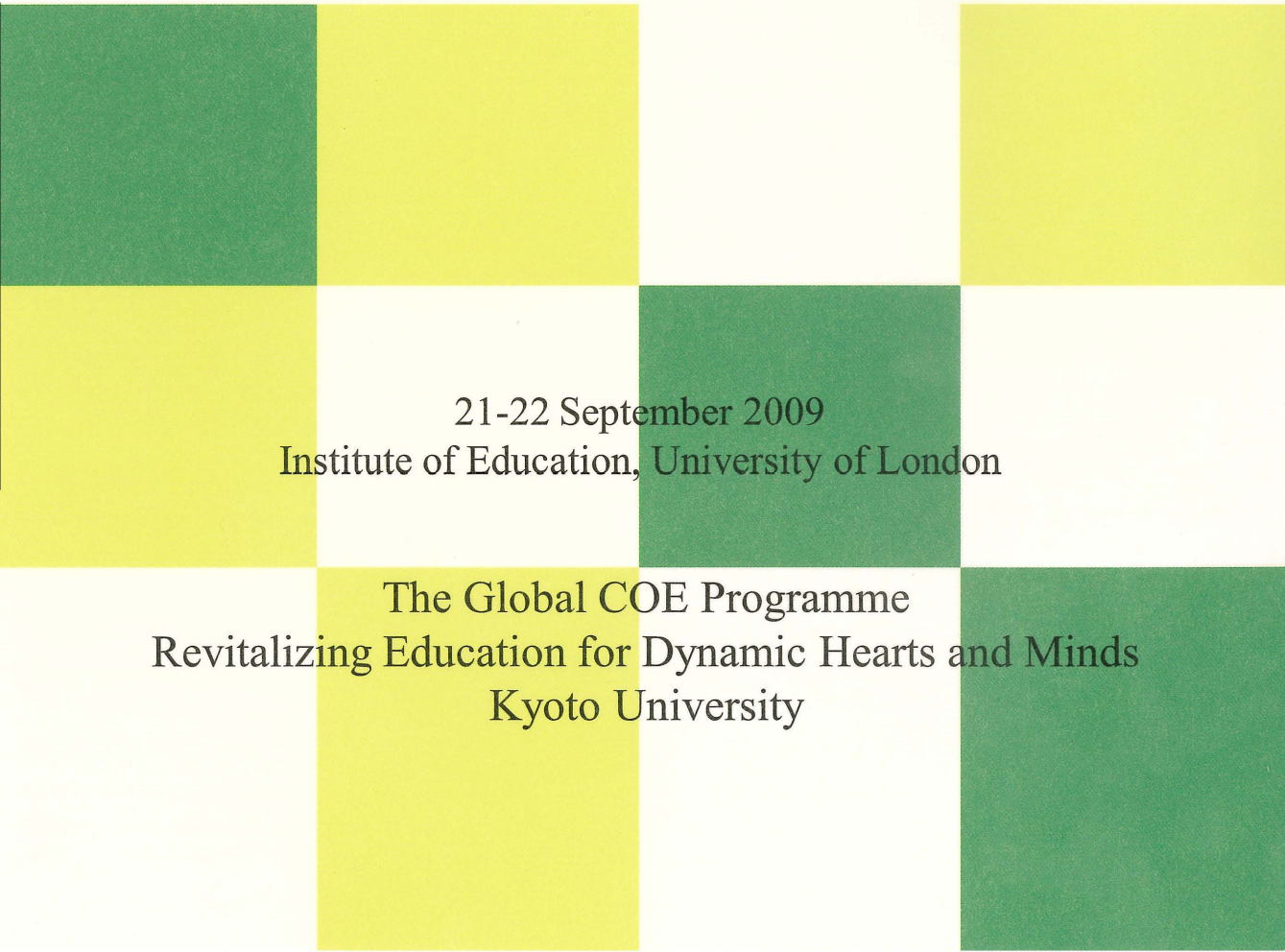
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*Proceedings of the 3<sup>rd</sup> International Symposium  
between the Institute of Education, University of London (UK),  
and the Graduate School of Education, Kyoto University (Japan)*

# **Happiness and Personal Growth: Dialogue between Philosophy, Psychology, and Comparative Education**



21-22 September 2009  
Institute of Education, University of London

The Global COE Programme  
Revitalizing Education for Dynamic Hearts and Minds  
Kyoto University

*Proceedings of the 3<sup>rd</sup> International Symposium  
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## **Happiness and Personal Growth: Dialogue between Philosophy, Psychology, and Comparative Education**



**Kyoto University**

\* This work was supported by Grant-in-Aid for Global COE (Centers for Excellence) Programme (D07).



# TABLE OF CONTENTS

## *Preface*

*Naoko Saito* 5

*Programme* 7

*Notes on contributors* 9

## *Articles*

Three Components of Happiness: Synthesising a Sense of Competence, a Vital Sense of Life, and a Sense of Accomplishment .....	MASUO KOYASU	15
Response to Three Components of Happiness by Professor Masuo Koyasu .....	JAN DERRY	23
The Event, Writing and the Self: Walter Benjamin's Language Theory .....	ATSUKO TSUJI	27
Response to Atsuko Tsuji's Paper on 'The Event, Writing and the Self: Walter Benjamin's Language Theory' .....	FIONA BRETTEL	33
Response Paper to Atsuko Tsuji's 'The Event, Writing and the Self: Walter Benjamin's Language Theory' .....	ANNA KOUPPANOU	37
Kant's Concept of Happiness: Within and Beyond Usefulness .....	YUZO HIROSE	43
Response to 'Kant's Concept of Happiness' by Yuzo Hirose .....	MICHAEL MARSHALL	51
Happiness Lessons in Schools .....	JUDITH SUISSA	57
Cleaning up the Mess and Messing up the Clean: A Response to 'Happiness Lessons in Schools' .....	IAN MUNDAY	71
Desire, Pleasure, and Education: The Perfection of the Teacher through the Pursuit of Happiness .....	MITSUTOSHI TAKAYANAGI	77
Response to Mitsutoshi Takayanagi's 'Desire, Pleasure and Education: The Perfection of the Teacher through the Pursuit of Happiness' .....	AMANDA FULFORD	87
Happiness and Education—Response to Mitsutoshi Takayanagi's Paper 'Desire, Pleasure, and Education: The Perfection of the Teacher through the Pursuit of Happiness' .....	DUCK-JOO KWAK	91

The Social and Emotional Aspects of Learning (SEAL) Programme in the UK.....	<i>SUZY HORTON</i>	95
A Short Critique of SEAL and a Response to Suzy Horton .....	<i>JADE NGUYEN</i>	105
A Response to Suzy Horton's Paper 'Social and Emotional Aspects of Learning (SEAL)' .....	<i>ELLEN WU</i>	107
The Response to Suzy Horton's Paper on 'Social and Emotional Aspects of Learning (SEAL)' from the Perspective of Comparative Education .....	<i>YUKI OHARA</i>	109
Voicing the Self: Foucault, Cavell and an Ethics of Citizenship .....	<i>NAOMI HODGSON</i>	111
A Response to Naomi Hodgson's 'Voicing the Self: Foucault, Cavell and an Ethics of Citizenship' .....	<i>KOICHIRO MISAWA</i>	123
British Tutorials and Japanese Seminars: Approaches to Students' Development in Historical Perspective .....	<i>CHIE TAKEKOSHI</i>	125
Response to Chie Takekoshi's Paper 'British Tutorials and Japanese Seminars: Approaches to Students' Development in Historical Perspective' .....	<i>MUNA GOLMOHAMAD</i>	131
 <i>Reflections on the conference</i>		
A Consideration of Dialogue between Philosophy and Psychology: What Psychology Should Reconsider for a More Fruitful Discussion .....	<i>JUNKO NISHIGAKI</i>	139
Voices from a Site of International Understanding and Interdisciplinary Exchanges: Post-Conference Interviews with Two Japanese Graduate Students at the Institute of Education, University of London .....	<i>MITSUTOSHI TAKAYANAGI</i>	145

International Symposium between the Institute of Education, University of London,  
and the Graduate School of Education, Kyoto University

**Happiness and Personal Growth:  
Dialogue between philosophy, psychology, and comparative education  
Monday, 21 September – Tuesday, 22 September 2009**

Monday 21		Tuesday 22 September	
9:00	Welcome: Professors Masuo Koyasu and Paul Standish room 537		
9:15	<b>Professor Masuo Koyasu, with a response from Dr Jan Derry</b> Three components of happiness; Synthesising a sense of competence, a vital sense of life, and a sense of accomplishment room 537	9:15	<b>Suzu Horton, with contributions from Jade Nguyen, Ellen Wu, and Yuki Ohara</b> Social and Emotional Aspects of Learning (SEAL) – a critical discussion room 739
10:15	Coffee break	10:15	Coffee break
10:30	<b>Atsuko Tsuji, with responses from Fiona Brettel and Anna Kouppanou:</b> The Event, Writing and the Self: Walter Benjamin's Language Theory	10:45	<b>Naomi Hodgson, with a response from Koichiro Misawa</b> Voicing the self: Foucault, Cavell and an Ethics of Citizenship
11:20	<b>Yuzo Hirose, with responses from Shilpa Sharma and Michael Marshall:</b> On the value of happiness in Kant's educational thought room 537	11:30	<b>Chie Takekoshi, with a response from Muna Golmohamad</b> How can students be developed through British tutorials and Japanese seminars? room 739
12:10	Lunch	12:15	Conclusion – Jan Derry and Naoko Saito
1:15	<b>Reading Session: Kitaro Nishida's <i>An Inquiry into the Good</i></b> room 537	12:45	Lunch
3:45			
4:00	<b>Dr Judith Suissa, with a response from Ian Munday</b> Lessons from a New Science: On Teaching Happiness in Schools room 828		
5:00	<b>Mitsutoshi Takayanagi, with responses from Mandy Fulford and Professor Duck-Joo Kwak</b> Desire, Pleasure, and Education: The Perfection of the Teacher through the Pursuit of Happiness room 828		
6:00	Drinks at a local pub		
7:30	Informal dinner		

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Happiness and Personal Growth:  
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Monday, 21 September – Tuesday, 22 September 2009



## NOTES ON CONTRIBUTORS

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**Fiona Brettel** is an PhD student at the Institute of Education, with particular interests in the work of Simone Weil and Martin Heidegger, especially with regard to how these thinkers could help illuminate what it might mean to understand and teach art. She works in the printmaking department at Morley College and is a practising artist.

**Jan Derry** is Senior Lecturer in Philosophy of Education at the Institute of Education, University of London. Her principal research interests are in: the philosophical presuppositions of the post-Vygotskian research field and their implications for theories of mind and activity; the inter-relation of pedagogy and knowledge; professional knowledge and judgment; concept development; and the philosophy of technology mediated learning. She is currently writing a book on Vygotsky and Philosophy.

**Amanda Fulford** is Associate Principal Lecturer at Leeds Trinity University College and a research student at the Institute of Education, University of London. Her research, which is informed by the work of Stanley Cavell, is focused on the idea of literacy, with reference to the rise and influence of New Literacy Studies.

**Muna Golmohamad** is a Visiting Lecturer in Education at Roehampton University, Visiting Lecturer at the College for International Citizenship in Birmingham and a research student of Philosophy of Education at the Institute of Education, University of London. Her research interest is concerned with the theme of how to educate citizens as moral agents with global concerns. She is particularly interested in conceptualizing World/Global Citizenship and a relational approach to Citizenship Education, focusing on the notion of an integrated self and an integrative principle of unity in diversity.

**Yuzo Hirose** is a graduate student at Kyoto University. His main research interests concern geographical education and citizenship education, which are relevant to cosmopolitanism, in the work of Immanuel Kant.

**Naomi Hodgson** is a doctoral student at the Institute of Education, University of London. Her research, which is informed by the work of Michel Foucault, is focussed on the role of education in the construction of European citizenship in current policy and practice.

**Suzy Horton** was an MA student at the Institute of Education with particular interests in contemporary education policy regarding the teaching of well-being. She has been a Primary school teacher and Senior lecturer.

**Anna Kouppanou**, who is from Cyprus, is a doctoral student at the Institute of Education, London, and currently a teacher of Greek. Her particular interest is in new understandings of space, in relation to the work of Martin Heidegger. She is the author of a number of works in Greek, including books for children and on special needs provision in education.



**Masuo Koyasu** is Professor of Psychology and Sub-Dean of the Graduate School of Education, Kyoto University. He also holds a position as the project leader of the Global COE Program Revitalizing Education for Dynamic Hearts and Minds (2007-2012). His research interests have focused upon how young children develop an understanding of other minds. His early work was concerned with children's abilities in hypothesis-testing, understanding non-literal expressions, perspective-taking, and drawing.

**Duck-Joo Kwak** is Associate Professor at Konkuk University in Seoul, Korea. Her research interests are, broadly speaking, ethics, philosophy of education, and teacher education. She has written numerous articles on civic and moral education from a post-liberal perspective, especially in relation to democratic citizenship in liberal Confucian culture. Her current work also focuses on the exploration of humanistic approaches to teacher education.

**Michael Marshall** is a lecturer in cultural theory who has taught for more than two decades in successive London art schools. As a PhD student at the Institute of Education, his research concerns the contemporary negotiation of creativity in terms of the legacy of such art schools, and conceptual models of the university that has absorbed them. His philosophical training is unorthodox in being grounded in a reading seminar which has continued uninterrupted for 21 years.

**Koichiro Misawa** is a graduate student at the Institute of Education. His primary research interests are in the social dimension of human knowledge and its implications for education studies as an interdisciplinary work.

**Ian Munday** is a lecturer in philosophy of education at the University of Cambridge and a PhD student at the Institute of Education. His research interests are in performativity and performatives, with reference to the works of J.L. Austin, Judith Butler, Stanley Cavell, Gilles Deleuze and Jacques Derrida.

**Jade Nguyen** is a graduate student at the Institute of Education. Her research is focused on the student-teacher relationship and how that informs the conception of the good teacher.

**Junko Nishigaki** is Associate Professor at the Center for Research and Development of Higher Education, Osaka City University. As this Center was established under the mission of making contributions to the education of our university, my research is related to both my own interest and the tasks that our university assigns me. I am interested in life-long development of students, and study how university learning could make a foundation of students' life-long development. I also have to conduct research investigating the assessment and evaluation of higher education because my present position covers this research. I am now trying to create a synergy between this research and my interests in development and learning.

**Yuki Ohara** is a Research Fellow of Japan Society for the Promotion of Science. She is in her second year of the Ph.D Course of Comparative Educational Policies at Graduate School of Education, Kyoto University. Her main research is in India's Educational System, particularly in private schools for the poor. She teaches

Computer Science and Human Relations as a part-time lecturer at Osaka Ohtani University and Mimuro Nursing College.

**Naoko Saito** is Associate Professor in the Graduate School of Education at Kyoto University. Her primary areas of scholarship are philosophy of education and American philosophy. Her main interests are in the works of John Dewey, Ralph Waldo Emerson, Henry David Thoreau and Stanley Cavell. Her main publications include *The Gleam of Light: Moral Perfectionism and Education in Dewey and Emerson* (New York: Fordham University Press, 2005) and the Japanese translation of Stanley Cavell's *The Senses of Walden* (Tokyo: Hosei University Press, 2005).

**Paul Standish** is Professor of Philosophy of Education at the Institute of Education, London. His recent publications include *The Therapy of Education* (Basingstoke: Palgrave Macmillan), co-authored with Paul Smeyers and Richard Smith, and *The Philosophy of Nurse Education* (Basingstoke: Palgrave Macmillan), co-edited with John Drummond. He is Editor of the *Journal of Philosophy of Education*.

**Judith Suissa** is Senior Lecturer in Philosophy of Education at the Institute of Education. Her research interests include radical and libertarian educational theory; liberal theory; well-being, and philosophical aspects of parenting and childhood. Her book *Anarchism and Education: A Philosophical Perspective*, was published by Routledge in 2006.

**Mitsutoshi Takayanagi** is Assistant Professor at the Faculty of Education, Shinshu University. He used to be appointed to the position of Research Fellow of the Japan Society for the Promotion of Science from April 2008 to January 2010. His academic interests are in Stanley Cavell's Emersonian Moral Perfectionism and teacher education. He is the author of 'Transforming the Profession of Teaching in a Changing Society: Teaching as Philosophical Inquiry and Stanley Cavell's *The Senses of Walden*', *Educational Studies in Japan*, 2, pp. 95-105.

**Chie Takekoshi** is a doctoral student at the Graduate School of Education, Kyoto University. Her main scholarly interest is in comparative education, including such themes as tutorials in British and Australian higher education and seminars in German and Japanese higher education.

**Atsuko Tsuji** is a graduate student at The Graduate School of Education, Kyoto University, who studied for nine months in 2007-2008 at the Institute of Education. Her main research interest is in the work of Walter Benjamin, especially his concept of experience and language.

**Ellen Wu** is a PhD student at the Institute of Education. Her research interests are in progressive (child-centred) education.



## ARTICLES







## REFLECTIONS ON THE CONFERENCE





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**Happiness and Personal Growth:  
Dialogue between Philosophy, Psychology, and Comparative Education**

**Publisher:** Graduate School of Education, Kyoto University

**Publishing date:** March 31, 2010

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**Editorial Staff:**

Editor: *Naoko Saito*

Associate Editor: *Ruprecht Mattig*

Assistant Editor: *Yuzo Hirose*

Printed and bound in Japan by HOKUTO PRINT CO., LTD.



